

STANDARD RATING FORM

Please indicate the resident's ability to accomplish each of these tasks. Elaborate on any "critical deficiency" or "aspirational" ratings in the comments section.

This resident is able to:

* 1. Gather and present essential clinical information

- Level 1 (critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (ready for unsupervised practice)
- Level 4.5
- Level 5 (aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 2. Develop a comprehensive management plan for a patient

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 3. Appropriately use consultants

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 4. Apply knowledge of clinical medicine

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 5. Demonstrate a working knowledge of diagnostic testing and procedures

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 6. Recognize and respond to the unique characteristics and needs of a patient

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 7. Recognize errors in the system and advocate for system improvement

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 8. Identify forces that impact the cost of health care

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 9. Manage patient transitions from inpatient to outpatient care settings

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 10. Self-reflect with a goal for improvement

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

THIS RESIDENT IS ABLE TO:

* 11. Actively pursue knowledge to improve patient care

- Level 1 (Critical deficiency)
- Level 1.5
- Level 2
- Level 2.5
- Level 3
- Level 3.5
- Level 4 (Ready for unsupervised practice)
- Level 4.5
- Level 5 (Aspirational)
- Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

STANDARD RATING FORM

12. What did the resident do well?

13. What can the resident do better?

* 14. What is the clinical condition depicted in this video?

* 15. Please rate your familiarity with the clinical condition depicted in the video.(select one)

- A) Unfamiliar. I rarely see this condition
- B) Familiar. I know how to diagnose and treat this condition but I have to refer to secondary sources to update my knowledge about the disease and its treatment
- C) Very familiar. I take care of many patients with this condition and my knowledge on this topic is current.

STANDARD RATING FORM

16. Describe your process or sequence of procedures for scoring the encounter

17. Were you "influenced" by how you thought others would score? Did you change your scoring behavior knowing that your scores will be compared to other rater's scores?

18. What strategies did you use to keep your scoring "objective"?

19. Do you have any suggestions for changes to the form?

MILESTONES BASED RATING FORM

Please indicate the resident's ability to accomplish each of these tasks.

If the resident displays some behaviors that are in one row and some in another, select the button that is mid-way between the two rows. Elaborate on any "critical deficiency" or "aspirational" ratings in the comments section.

This resident is able to:

* 1. Gather and present essential clinical information

Level 1

- *Does not present accurate or relevant clinical information.
- *Relies exclusively on documentation of others to generate own database or differential diagnosis.
- *Does not present relevant physical exam.
- *Unable to formulate a summary statement of the patient.
- *Fails to identify patient's primary clinical problem

Level 1.5

Level 2

- *Presents accurate historical information in an organized fashion but sometimes includes irrelevant information.
- *Does not seek or is overly reliant on secondary data
- *Develops a summary statement of the patient that incorporates most of the collected data
- *Develops limited differential diagnoses or excessively broad differential diagnoses
- *Identifies patient's primary clinical problem, but unable to identify secondary problems

Level 2.5

Level 3

- *Presents accurate and relevant information
- *Seeks and presents data from secondary sources when needed
- *Presents accurate and appropriately thorough physical exams
- *Develops an accurate summary statement that incorporates all relevant data
- *Does not appropriately prioritize differential diagnoses
- *Identifies patient's additional clinical problems

Level 3.5

Level 4 (ready for unsupervised practice)

- *Presents accurate history in an efficient, prioritized and hypothesis-driven fashion
- *Presents accurate physical exams that are targeted to the patient's complaints
- *Synthesizes collected data into an accurate and concise summary statement
- *Synthesizes data to generate a prioritized differential diagnosis
- *Synthesizes data to justify and generate a prioritized problem list

Level 4.5

Level 5 (aspirational)

- *Presents relevant historical subtleties, including sensitive information that informs the differential diagnosis
- *Efficiently utilizes all sources of secondary data to inform differential diagnosis
- *Presents subtle or unusual physical exam findings

Insufficient information

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 2. Develop a comprehensive management plan for a patient

- Level 1 (Critical deficiency)**
*Care plans are inappropriate or inaccurate.
*Does not react to situations that require urgent or emergent care
- Level 1.5**
- Level 2**
*Develops an appropriate care plan.
- Level 2.5**
- Level 3**
*Care plan includes appropriate follow up of therapeutic and diagnostic plan for patient
*Recognizes situations requiring urgent or emergent care
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Appropriately modifies care plan based on patient's clinical course
*Care plan includes appropriate treatment guided by patient's clinical course, additional data, and patient preferences
*Care plan includes appropriate follow up of therapeutic and diagnostic plan for patient with expectant management
*Recognizes disease presentations that deviate from common patterns and require complex decision-making
- Level 4.5**
- Level 5 (Aspirational)**
*Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost effectiveness principles
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 3. Appropriately use consultants

- Level 1 (Critical deficiency)**
* Does not use consultant services when needed for patient care
- Level 1.5**
- Level 2**
*Unable to justify reason(s) for consultation
- Level 2.5**
- Level 3**
*Asks meaningful clinical questions that guide the input of consultants
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Weighs recommendations from consultants in order to effectively manage patient care
- Level 4.5**
- Level 5 (Aspirational)**
*Manages discordant recommendations from multiple consultants
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 4. Apply knowledge of clinical medicine

- Level 1 (Critical deficiency)**
*Lacks the scientific, socioeconomic or behavioral knowledge required to provide patient care
- Level 1.5**
- Level 2**
*Possesses insufficient scientific, socioeconomic and behavioral knowledge required to provide care for common medical conditions
- Level 2.5**
- Level 3**
*Possesses the scientific, socioeconomic and behavioral knowledge required to provide care for common medical conditions
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Possesses the scientific, socioeconomic and behavioral knowledge required to provide care for complex medical conditions
- Level 4.5**
- Level 5 (Aspirational)**
*Possesses the scientific, socioeconomic and behavioral knowledge required to successfully diagnose and treat medically uncommon, ambiguous and complex conditions
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 5. Demonstrate a working knowledge of diagnostic testing and procedures

- Level 1 (Critical deficiency)**
*Lacks foundational knowledge to apply diagnostic testing and procedures to patient care
- Level 1.5**
- Level 2**
*Interprets basic diagnostic tests accurately sometimes
*Does not understand the concepts of pre-test probability and test performance characteristics
*Minimally understands the rationale and risks associated with common procedures
- Level 2.5**
- Level 3**
*Interprets basic diagnostic tests accurately consistently
*Needs assistance to understand the concepts of pre-test probability and test performance characteristics
*Fully understands the rationale and risks associated with common procedures
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Interprets complex diagnostic tests accurately
*Understands the concepts of pre-test probability and test performance characteristics
- Level 4.5**
- Level 5 (Aspirational)**
*Pursues knowledge of new and emerging diagnostic tests and procedures
*Anticipates and accounts for pitfalls and biases when interpreting diagnostic tests and procedures
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 6. Recognize and respond to the unique characteristics and needs of a patient

- Level 1 (Critical deficiency)**
*Is unwilling to modify care plan to account for a patient's unique characteristics and needs
- Level 1.5**
- Level 2**
*Requires assistance to modify care plan to account for a patient's unique characteristics and needs
- Level 2.5**
- Level 3**
*Modifies care plan to account for a patient's unique characteristics and needs with partial success
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Appropriately modifies care plan to account for a patient's unique characteristics and needs
- Level 4.5**
- Level 5 (Aspirational)**
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 7. Recognize errors in the system and advocate for system improvement

- Level 1 (Critical deficiency)**
 - *Ignores a risk for error within the system that may impact the care of a patient
- Level 1.5**
- Level 2**
 - *Does not recognize the potential for system error
 - *Makes decisions that could lead to error which are otherwise corrected by the system or supervision
- Level 2.5**
- Level 3**
 - *Recognizes the potential for error within the system
 - *Identifies obvious or critical causes of error and notifies supervisor accordingly
 - *Recognizes the potential risk for error in the immediate system and takes necessary steps to mitigate that risk
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
 - *Identifies systemic causes of medical error and navigates them to provide safe patient care
 - *Advocates for safe patient care and optimal patient care systems
- Level 4.5**
- Level 5 (Aspirational)**
 - *Advocates for system leadership to formally engage in quality assurance and quality improvement activities
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 8. Identify forces that impact the cost of health care

- Level 1 (Critical deficiency)**
*Ignores cost issues in the provision of care
*Demonstrates no effort to overcome barriers to cost-effective care
- Level 1.5**
- Level 2**
*Lacks awareness of external factors (e.g. socio-economic, cultural, literacy, insurance status) that impact the cost of health care and the role that external stakeholders (e.g. providers, suppliers, financiers, purchasers) have on the cost of care
*Does not consider limited health care resources when ordering diagnostic or therapeutic interventions
- Level 2.5**
- Level 3**
*Recognizes that external factors may act as barriers to cost-effective care
*Minimizes unnecessary diagnostic and therapeutic tests
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Works to address patient specific barriers to cost-effective care
*Advocates for cost- conscious utilization of resources
- Level 4.5**
- Level 5 (Aspirational)**
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 9. Manage patient transitions from inpatient to outpatient care settings

- Level 1 (Critical deficiency)**
*Disregards need for communication at time of transition
- Level 1.5**
- Level 2**
*Utilizes available resources to coordinate and ensure safe and effective patient care within and across delivery systems
- Level 2.5**
- Level 3**
*Recognizes the importance of communication during times of transition
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Appropriately utilizes available resources to coordinate care and ensures safe and effective patient care within and across delivery systems
- Level 4.5**
- Level 5 (Aspirational)**
*Coordinates care within and across health delivery systems to optimize patient safety, increase efficiency and ensure high quality patient outcomes
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 10. Self-reflect with a goal for improvement

- Level 1 (Critical deficiency)**
*Unwilling to self-reflect upon one's practice or performance
- Level 1.5**
- Level 2**
*Unable to self-reflect upon one's practice or performance
- Level 2.5**
- Level 3**
*Inconsistently self-reflects upon one's practice or performance and inconsistently acts upon those reflections
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Regularly self-reflects upon one's practice or performance and consistently acts upon those reflections to improve practice
- Level 4.5**
- Level 5 (Aspirational)**
*Regularly self-reflects and seeks external validation regarding this reflection to maximize practice improvement
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

THIS RESIDENT IS ABLE TO:

* 11. Actively pursue knowledge to improve patient care

- Level 1 (Critical deficiency)**
*Fails to acknowledge uncertainty and reverts to a reflexive patterned response even when inaccurate
- Level 1.5**
- Level 2**
*Can translate medical information needs into well-formed clinical questions with assistance
- Level 2.5**
- Level 3**
*Can translate medical information needs into well-formed clinical questions independently
- Level 3.5**
- Level 4 (Ready for unsupervised practice)**
*Routinely translates new medical information needs into well-formed clinical questions
- Level 4.5**
- Level 5 (Aspirational)**
*Has a systematic approach to track and pursue emerging clinical questions
- Insufficient information**

Elaborate on any critical deficiency or aspirational ratings:

MILESTONES BASED RATING FORM

12. What did the resident do well?

13. What can the resident do better?

* 14. What is the clinical condition depicted in this video?

* 15. Please rate your familiarity with the clinical condition depicted in the video.(select one)

- A) Unfamiliar. I rarely see this condition
- B) Familiar. I know how to diagnose and treat this condition but I have to refer to secondary sources to update my knowledge about the disease and its treatment
- C) Very familiar. I take care of many patients with this condition and my knowledge on this topic is current.

MILESTONES BASED RATING FORM

16. Describe your process or sequence of procedures for scoring the encounter

17. Were you "influenced" by how you thought others would score? Did you change your scoring behavior knowing that your scores will be compared to other rater's scores?

18. What strategies did you use to keep your scoring "objective"?

19. Do you have any suggestions for changes to the form?